Definitions for Child Outcome Areas

Outcome 1—Positive Socio-emotional Skills (includes social relationships)

To what extent does this child show behaviors and skills related to positive socio-emotional development that are appropriate for his or her age across a variety of settings and situations? Examples of viewing the child in a functional way:

Involves skills like:
- relating with adults
- showing interest in and initiating interactions with peers
- seeking assistance when needed
- acting in response to others
- imitating behaviors of others
- using play skills to build relationships
- demonstrating positive self-concept and self-control
- following conventional rules of conversation
- for older children—following rules related to groups or interacting with one another

Includes areas like:
- attachment/separation/autonomy
- appropriate expression of emotions and feelings
- knowledge of rules and expectations
- social interactions and play

Outcome 2—Acquiring and Using New Knowledge and Skills

To what extent does this child show behaviors and skills related to "acquiring and using new knowledge and skills" that are appropriate for his or her age across a variety of settings and situations? Examples of viewing the child in a functional way:

Involves skills like:
- showing curiosity and initiative
- exploring environment
- imitating peers
- persisting with a task
- following through with plans
- problem-solving in a variety of ways
- communicating ideas and thoughts
- reasoning
- demonstrating age appropriate concept development (e.g., sorts objects, uses senses to explore materials, represents ideas and stories through pictures, and play)

Includes areas like:
- expressive and receptive language and communication
- imitation
- early concept development (e.g., classification, spatial relationships, symbols)
- for very young children--object permanence

Outcome 3—Taking Appropriate Action to Meet Needs

To what extent does this child show behaviors and skills related to "taking appropriate action to meet needs" that are appropriate for his or her age across a variety of settings and situations? Examples of viewing the child in a functional way:

Involves skills like:
- o taking care of basic needs
- o getting from place to place
- o using objects as tools to make things happen
- o for older children-- contributing to their own health and safety
- o being aware of immediate environment/surroundings
- o demonstrating self-confidence
- o communicating needs in a variety of ways (e.g., uses physical movements, gestures, sounds or words, to express wants and needs)
- o being able to discriminate environmental stimuli and adjust response accordingly (self-regulation)
- o demonstrating ability to self-comfort

Includes areas like:
- o the integration of motor skills to complete tasks
- o adaptive/self-help skills (e.g., dressing, feeding, grooming, toileting, household responsibility)
- o communication of needs
- o coping skills

Definitions for Child Outcome Summary Ratings

Definitions for points on the ECO Summary Rating Scale are provided below. Ratings should reflect the child's typical functioning across a variety of settings and situations, not his/her capacity to function under ideal circumstances.

Completely	7	- Child demonstrates skills expected for his/her age in all or almost all everyday situations. - Behaviors and skills are considered typical for age. - No concerns about delays on any of the components of the global outcome area.
	6	Some concerns that may need to be monitored exist.
Somewhat	5	- Child demonstrates skills expected some of the time across situations. - Behaviors and skills tend to be scattered between appropriate and not appropriate. - Child's behaviors may be viewed as more like those of a slightly younger child. - Some behaviors may interfere with the child's ability to achieve age-expected skills. - Child *may* require additional adult support for follow-through of tasks some of the time.
	4	Between Somewhat and Emerging
Emerging	3	- Child does not yet demonstrate skills expected of a child of his/her age in any situation. - Behaviors and skills include immediate foundational skills upon which a child can build age-expected skills. - Child's behaviors may be viewed as more like those of a younger child. - Some behaviors may interfere with the child's ability to achieve age-expected skills. - Child requires additional adult support for follow-through of task some of the time.
	2	Between Emerging and Not Yet
Not Yet	1	- Child does not yet demonstrate behaviors and skills expected of a child of his/her age in any situation. - Behaviors do not include immediate foundational skills upon which a child can build age-expected skills. - Child's behaviors may be viewed as more like those of a much younger child. - Some behaviors seriously interfere with the child's ability to achieve age-expected behaviors and skills. - Child requires additional adult support most of the time.

How do I use the 7 point rating scale?

a) Gather the child's current assessment information. Summary ratings are based on the **types of evidence** (e.g., curriculum-based assessments, norm-referenced assessments, observation/reports, developmental screenings) and **sources of evidence** (e.g., parents, caregivers, teachers, related service providers, physicians, etc.).

b) With your team, review the available sources of information to determine how the child functions across a variety of settings and situations in each outcome area.

c) **Think functionally--**The rating is based on a **child's functioning compared to other children of the same age**. How does the child use his/her skills to accomplish tasks across a variety of settings and situations? Think about how the child demonstrates the use of skills he/she has attained. Consider the difference between the following: **skill→**the child holds a crayon with a tripod grasp vs. **function→** the child uses the crayon to make representational drawings. **The function has purpose and meaning to the child.**

d) Consider the use of assistive devices/accommodations—The rating should reflect the child's level of functioning using whatever assistive technology or special accommodations are available in the child's everyday environments (preschool, home, childcare) Examples of accommodations/assistive technology include: hearing aid, walker for mobility, visual supports, etc. If technology is only available in some environments or is not consistently available to the child, rate the child's functioning with whatever assistance is usually present. A lower rating does not reflect on the child's inability inasmuch as the fact the child does not have the necessary accommodations across settings.

e) It is important to clarify with team members that the outcomes summary form is **not** an assessment. Assessment results are how a child performs on a selected set of items. No more, no less. Assessment information should be used to inform the rating decision, but needs to be placed in the proper context.

f) Determine a summary rating through team consensus (or a majority) and write in a rating for each outcome area on the "Individual Child Outcomes Summary Form".